



Writing Assessment Sheet **BAND 5** (Target Tracker)

Pupil's Name _____



Spellings /Handwriting 5	Dates evident			Composition 5	Date evident	VG&P 5	Dates evident		
spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious				plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own		convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify			
spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial				plan his/her writing by noting and developing initial ideas, drawing on reading where necessary		understand verb prefixes e.g. dis-, de-, mis-, over- and re-			
spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance				plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed		use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun			
spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly				draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2		indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must			
spell words containing the letter-string 'ough' e.g. bought, rough, through, bough				draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character		use devices to build cohesion within a paragraph e.g. then, after that, this, firstly			



Writing Assessment Sheet **BAND 5** (Target Tracker)

Pupil's Name _____



spell some words with 'silent' letters e.g. knight, psalm, solemn				draft and write by précising longer passages		link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before			
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1				draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly		use brackets, dashes or commas to indicate parenthesis			
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary				draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before		use commas to clarify meaning or avoid ambiguity			
use a thesaurus				draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining		understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity			
				evaluate and edit by assessing the effectiveness of his/her own and others' writing					



Writing Assessment Sheet **BAND 5** (Target Tracker)

Pupil's Name _____



				evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2		
				evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing		
				evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing		
				proof-read for spelling errors linked to spelling statements for year 5		
write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters				proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity		
write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task				perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear		



Writing Assessment Sheet BAND 5 (Target Tracker)

Pupil's Name _____

